DOCUMENT RESUME

ED 476 581 UD 035 679

AUTHOR	Bositis, David A.
TITLE	National Opinion Poll: Education, 2002.
INSTITUTION	Joint Center for Political and Economic Studies, Washington, DC.
PUB DATE	2002-00-00
NOTE	18p.; For the 1999 poll on education, see ED 437 489.
AVAILABLE FROM	Joint Center for Political and Economic Studies, 1090 Vermont Ave., N.W., Suite 1100, Washington, DC 20005-4928. Tel: 202-789-3500; Fax: 202-789-6390; e-mail: www.jointcenter.org.
PUB TYPE	Numerical/Quantitative Data (110) -- Reports - Research (143)
EDRS PRICE	EDRS Price MF01 Plus Postage. PC Not Available from EDRS
DESCRIPTORS	*Academic Standards ; Blacks; Educational Finance; Educational Vouchers; Elementary Secondary Education; Hispanic Americans; Private Schools; *Public Opinion; *Public Schools; *Racial Differences; Single Sex Schools; Tuition; Violence; Whites

ABSTRACT

In 2002, a national opinion poll of 2,463 U.S. adults examined such topics as politics, education, crime and criminal justice policy, globalization, international relations, and race relations. The education poll focused on such issues as school quality, school safety, school vouchers, school violence, and same-sex education. The survey sample included a national general population sample of adults, a national sample of African American adults, and a national sample of Hispanic adults. Overall, Blacks and Whites ranked education as one of the most important national problems, though their views on the subject differed. African Americans' views were generally more positive in 2002 than 2000, while Whites' views remained unchanged. There was very strong support among African Americans for increasing government spending on education in both years. Whites in 2002 reported high levels of satisfaction with their local public schools and were more likely to think they improved than regressed over the previous 5 years. Whites also supported raising school spending. Hispanics rated their local public schools more favorably than Blacks, but less favorably than non-Hispanic Whites. They were much more likely than the other groups to believe that their local public schools had improved over the past 5 years. Their views on school spending were very similar to those of Blacks. While a solid majority of Black respondents supported vouchers, their opposition to vouchers increased by 16 percent. Responses to questions about school violence showed similar experiences among the three population groups. Appended are the survey methodology and tables. (SM)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 476 581

2002 National Opinion Poll

EDUCATION

By David A. Bositis

JOINT CENTER FOR POLITICAL AND ECONOMIC STUDIES

Empowering People Through Information and Technology

1090 Vermont Ave., N.W., Suite 1100
Washington, DC 20005-4928
202-789-3500 • fax 202-789-6390
www.jointcenter.org

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

C. Iino
Joint Ctr. for Political & Economic Studies

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

✓ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

BEST COPY AVAILABLE

UD 035 679

2002 National Opinion Poll

EDUCATION

By David A. Bositis

The 2002 Joint Center for Political and Economic Studies National Opinion Poll was a national survey of 2,463 adults, conducted between September 17 and October 21, 2002. The survey's questions cover a broad range of topics, including politics, education issues and policy, crime and criminal justice policy, globalization, international relations, and race relations.

The survey sample had three components: A national general population sample of 850 adults (ages 18 and over), a national sample of 850 adult African Americans, and a national sample of 850 Hispanic adults. There were 53 African American and 34 Hispanic respondents in the general population sample who were also included in the African American and Hispanic samples. Thus, in total, 2,463 adults were included in the study. This release of findings is on education issues. The first release from the survey covered politics, and in the following months, the Joint Center will release findings on the other areas identified above. The survey methodology is described in an accompanying appendix.

INTRODUCTION

During the 2000 presidential campaign and again during the 2002 mid-term elections, Americans were concerned about education issues. Respondents in most of the major public opinion polls conducted in the United States during those periods identified education as one of the most important issues in the country. As an issue, education, including education policy, embraces many elements, with the quality of education being foremost. Within this overall focus on educational quality, there has been particular concern about failing urban schools and the quality of the education that African American and other minority students receive. The Joint Center's National Opinion Poll has tracked attitudes and views on education among African Americans and the general public for six years. This report is the fifth in its survey series.[1] Like earlier reports, this one looks at the issues of school quality, school safety, support for education spending, and school vouchers. In 2002, for the first time, the Joint Center has included a national sample of Hispanics in its National Opinion Poll.[2]

While both black and white Americans rank education as one of the most important national problems, their views on the subject differ—sometimes considerably. These racial differences exist alongside of, and are related to, other factors that influence individual views on education policy, including age (notably older adults versus younger ones) and ideology (notably liberals versus conservatives).

In the Joint Center's 2002 National Opinion Poll, African Americans' views in this area were generally more positive than those expressed in the Joint Center's 2000 survey, while whites' views remained mostly unchanged. On balance, black respondents in 2002 rated their local public schools more favorably than they did two years earlier, and a larger percentage of them in 2002 believed their local public schools were getting better. Possibly as a consequence of these perceptions, black support for school vouchers leveled off from previous surveys. In 2002, black support for school vouchers was at 57 percent, and black opposition increased from 37 percent to 43 percent. As in the previous survey, in

2002 there was very strong support among black Americans for increasing government spending on education.

In the Joint Center's 2002 survey, whites reported high levels of satisfaction with their local public schools, and they were more likely to think they improved rather than regressed over the previous five years. Like African Americans, whites also supported raising school spending, and approximately half supported school vouchers. Hispanic respondents rated their local public schools more favorably than blacks, but less favorably than non-Hispanic whites. However, Hispanic respondents were much more likely than either blacks or non-Hispanic whites to believe their local public schools had improved over the last five years. Hispanics' views on school spending were very similar to those of blacks, with both populations supporting funding increases more than non-Hispanic whites.

1996-2002: AREAS OF CONTINUITY

While the Joint Center's 2002 National Opinion Poll shows African Americans' views of their local public schools being more positive than in 2000, and while it reveals flattening support for school vouchers, the results also show several areas of significant continuity over the 1996-2002 period. Support for greater school funding continues to be high and significant across all groups. Among blacks, while support for school vouchers has fluctuated over the past six years, blacks have consistently been more supportive of vouchers than whites; the gap between the two populations, however, is now at its narrowest over that time frame. Further, while there has been a certain volatility in African Americans' ratings of their local public schools, during this period a smaller proportion of blacks than whites rated their local schools as excellent or good; except for the year 1998, this gap between black and white ratings has remained significant, at approximately 20 percentage points.

Other previously seen patterns and trends revisited in 2002 were related to generational differences, with persons under age 50, black and white alike, holding views much different from their elders. Also evident before and apparent in the 2002 survey is the ideological divergence in views on education spending, with Republicans and conservatives showing much less support for spending more money on education than Democrats, liberals, and moderates.

THE WASHINGTON DEBATE ON EDUCATION

It is important to keep perspective on the nature of public opinion about education issues. For many of these issues, opinion shows a considerable degree of natural volatility, in part because a significant proportion of the black, Hispanic, and white populations do not possess solid first-hand knowledge of what is going on in the schools.[1] As a result, political campaigns and media coverage of certain issues and events can cause significant opinion shifts.

In 2001, President Bush's "No Child Left Behind" initiative passed with modifications but also with genuine bipartisan support. Among the key issues in the Congressional debate are education spending (especially as it relates to "No Child Left Behind") and vouchers.

First, while both Republicans and Democrats in Congress are generally supportive of higher levels of education spending, budget constraints have made the increases modest. From the states' point of

view, the 2001 legislation is beginning to be viewed as another unfunded mandate from Washington. While both sides acknowledge the recession's (and subsequent weak economic growth) contribution to the budget problems, the Democrats are emphasizing the role of President Bush's tax cuts in limiting Washington's contribution to education spending. Most state and local governments are experiencing massive budget problems, and since most K-12 school funding comes from those sources, education spending has naturally been affected. The Bush administration and the Congressional majority are generally opposed to helping the states with their budget problems, and hence, education programs — including 'No Child Left Behind'— are likely to remain inadequately financed. Among the problems frequently mentioned in this area by the public are too-large class sizes, cuts in educational programs, sports programs, and after-school initiatives, decreases or freezes in teacher pay, and the looming standardized test requirements from the 2001 legislation.

On the school vouchers front, the current debate is mostly a continuation of the previous battles between supporters and opponents, with one important exception: the U.S. Supreme Court removed the 'separation of church and state' argument from the debate when it sanctioned Cleveland's school voucher program in Zelman v. Simmons-Harris. As in previous sessions, Republicans in the Congress are pushing for vouchers in the District of Columbia, while most Democrats are opposed to the move.

RATING PUBLIC SCHOOLS (Table 1)

In the Joint Center's National Opinion Poll, the gap between blacks and whites in satisfaction with their local public schools narrowed somewhat between 2000 and 2002; whereas between 1999 and 2000 the gap had increased. In 2002, a majority of whites (53.7 percent) rated their public schools as excellent or good, while only 35.2 percent of blacks did so (see below). This 18.5 percentage point gap (on excellent or good ratings) is 3.1 percentage points smaller than the gap between blacks and whites observed in the Joint Center's 1998 survey. The narrowing of this racial gap is mainly attributable to the larger proportion of blacks ratings their schools highly. With the exception of the 1998 poll, when the rating African Americans gave their public schools was unusually favorable, the gap between blacks and whites on this rating was smaller in 2002 than in any Joint Center survey since 1996.

	Black Population			General Population		
	Excellent/ Good	Fair	Poor	Excellent/ Good	Fair	Poor
	%	%	%	%	%	%
1996	41.0	37.0	16.5	63.7	22.7	7.4
1997	34.3	37.7	23.3	56.9	26.2	13.3
1998	45.8	30.4	16.8	54.4	25.3	16.1
1999	39.7	35.2	22.9	59.0	26.5	11.2
2000	30.4	33.9	32.8	52.0	23.3	20.4
2002	35.2	37.3	25.4	53.7	27.3	14.3

Among African Americans, in 2002 there was also a corresponding large decline in those rating their local public schools as poor, from 32.8 percent to 25.4 percent (a 22.6 percent decline); 14.3 percent of whites rated their local public schools as poor.

Hispanics gave their public schools ratings that fell between blacks' and whites' ratings, with 42.9 percent rating them as excellent or good, 31.4 percent as fair, and 23.5 percent as poor.

Differences emerged among black subgroups on these school ratings. Black Christian conservatives (44.1 percent excellent/good), those without a high school diploma (43.4 percent), Independents (40.2 percent), and Republicans (40.7 percent) rated their schools somewhat more favorably than other blacks. Differences were not significant however between generations (age groups). Overall, a majority of every black subgroup rated their local schools as fair or poor, and one-third rated them as excellent or good.

Among the subgroups of the general population, the more favorable school ratings came from Christian conservatives (63.8 percent excellent or good) and Republicans (58.7 percent); less positive ratings came from secular conservatives (45.9 percent excellent or good), political independents (48.1 percent), and liberals (49.2 percent). Secular conservatives were the only subgroup where a plurality rated their local public schools as only fair or poor.

By contrast, among Hispanics a majority or plurality of every subgroup rated their local schools as fair or poor. Hispanic liberals (48.9 percent excellent/good), those without a high school diploma (48.6 percent), and baby boomers (48.3 percent) gave more favorable ratings than other Hispanic subgroups. The youngest (18 to 25 years) age cohort of Hispanics rated the schools least favorably (39.2 percent excellent/good vs. 60.9 percent fair/poor).

SCHOOL PROGRESS (Table 2)

To further examine how people feel about their local schools, respondents were asked whether over the past five years, schools were getting better or worse. Roughly equal proportions of blacks believed that schools in their communities were getting better, staying the same, or getting worse. These proportions were not statistically different from those seen in the 2000 Joint Center survey. Significant pluralities of the youngest black respondents (43.1 percent), black seniors (39.8 percent), and those without a high school diploma (38.2 percent) thought the schools were getting better. In contrast, only 9.7 percent of black secular conservatives thought this way, and a plurality of black baby boomers (39.5 percent) thought their schools were getting worse (baby boomers represent the largest age cohort in the population).

A plurality of whites (36.1 percent) believed their schools were staying the same, and slightly more believed they were getting better (29.5 percent) than worse (26.5 percent). In contrast to the 2000 Joint Center survey results, the better and worse categories each increased by five percentage points (approximately a 20 percent increase in those categories). As in the black population, in the general population the youngest age cohort was more positive about changes in the schools (41.5 percent better), while a plurality of liberals (33.8 percent) and respondents from households with children (33.1 percent) believed the schools were getting worse. Conservatives in the general population — both secular and Christian — were much more positive in their views on changes in the schools.

Respondents in the Hispanic population were more likely than blacks or non-Hispanic whites to believe that their public schools were improving. A plurality of Hispanics (36.5 percent) believed the

schools were getting better, while only 22 percent thought they were getting worse. Hispanic men (42.2 percent) were more likely than Hispanic women (31.7 percent) to view changes in the schools favorably. The youngest age cohort of Hispanics (46.4 percent) and Hispanics from households with children (41.6 percent) were more likely than others to believe that the schools were improving. Hispanic seniors (38.3 percent worse) were the only subgroup in the population where a plurality believed that the schools were getting worse.

SCHOOL SPENDING (Table 3)

It is not surprising that there is an ongoing debate in Washington and elsewhere over school spending — since large majorities of African Americans, Hispanics, and non-Hispanic whites think too little is being spent on education. In the black population, 80.9 percent of respondents hold this view, along with 78.5 percent of Hispanics and 62 percent of non-Hispanic whites. Among blacks, support for spending more on education was unchanged from the 2000 Joint Center survey, while among whites it declined by 10 percent.

In the black population, large majorities of all subgroups think too little is being spent on education. In the general population, this view was held by those in the youngest age cohort (86.3 percent), Generation Xers (79.5 percent), liberals (78.3 percent) and moderates (74.6 percent), and Democrats (76.2 percent). Also, women (68.8 percent) were more likely than men (59.5 percent) to think too little was being spent. Those less likely to hold this view were senior citizens (44.3 percent), secular (44.5 percent) and Christian (50.7 percent) conservatives, and Republicans (48.3 percent). One in five seniors thought too much was being spent on education.

Very large majorities of all Hispanic subgroups examined thought too little was being spent on education, with Hispanic seniors (61.7 percent) representing the smallest majority with this viewpoint.

PRIVATE SCHOOL TUITION (Table 4)

The survey respondents were asked how much they think the average private school charges for tuition. They were offered four response categories: $2,500, $3,500, $5,000, and $10,000 or more. The modal (i.e., most common) response among blacks was $3,500, while the modal response among both Hispanics and non-Hispanic whites was $5,000. Approximately one-in-five respondents in each sample population answered that they "don't know,"as did more than 30 percent of seniors in all three populations. Respondents from households with children in both the black and mostly white general populations gave comparatively similar responses to the question, offering monotonically increasing and decreasing responses around the modal response ($5,000), and with fewer than average "don't know" responses.[4]

While the modal responses to this question are reasonable given private school tuition rates, the large proportion of responses in non-modal categories suggest an almost random pattern of responses. With five categories (including "don't know"), a random distribution would lead to an expectation of 20 percent of respondents (and sub-group respondents) in each category. The pattern of responses — within the margin of error — with few exceptions generally follows this expectation. This suggests a general lack of knowledge of private school tuition rates among the majority of respondents.

SCHOOL VOUCHERS (Table 5)

Among African Americans, support for school vouchers in the Joint Center's 2002 survey (57.4 percent) shows no change from the previous (2000) survey (see below). White support for vouchers increased slightly from 49 percent in 2000 to 52 percent in 2002. Hispanics supported school vouchers (60.8 percent) more than either blacks or non-Hispanic whites.

While a solid majority of the black respondents (57.4 percent) supported vouchers, opposition to vouchers increased (since 2000) from 37 to 43 percent (a 16 percent increase). White opposition to vouchers also increased, from 44 to 48 percent. Overall, the gap between blacks and whites on school vouchers narrowed considerably from the 2000 survey, and is now at its narrowest point since the Joint Center began asking this question. In 2002, only 10 percentage points separated blacks and whites.

	Black Population		General Population	
	Support Vouchers %	Oppose Vouchers %	Support Vouchers %	Oppose Vouchers %
1996	48	44	43	50
1997	57	38	48	46
1998	48	40	42	50
1999	60	33	53	40
2000	57	37	49	44
2002	57	43	52	48

It is clear in evaluating the results from Joint Center surveys between 1996 and 2002 that both black and white views on the school voucher issue are somewhat volatile and remain in flux. Blacks continue to favor vouchers more than whites, but as noted above, to a lesser degree than before. This volatility is not surprising. Public knowledge of school vouchers is low, principally because so few people (relative to the population) have real experience with either vouchers or non-public schools. As noted above, when asked about private school tuition, respondents in all three samples not only expressed a great deal of uncertainty, but gave highly variable, almost random answers.

Despite the relatively low level of public knowledge, vouchers appear to have three main attractions for various people: for some, vouchers represent an alternative to a status quo that they dislike; others are attracted to vouchers because of the "choice" vouchers offer; and for those whose children already attend non-public schools, vouchers would represent a new financial advantage.

Majority support for vouchers was shown by all subgroups of the black population except black seniors (52.8 percent opposed) and blacks between ages 51 and 64 (56.5 percent opposed). Generational differences were considerable, with blacks over age 50 opposed to vouchers, more than two-in-three blacks under age 35 supporting vouchers, and a solid majority (58.8 percent) of black baby boomers also supporting vouchers.

Apart from age and generation, the greatest subgroup differences on school vouchers were between respondents from households with children (67 percent support) and those from households without children (52.1 percent support).

In the general population, as in the black population, solid majorities of those under age 50 supported vouchers, while a majority of those between 51 and 64 years (51.5 percent) and a majority of seniors (54.5 percent) opposed vouchers. The subgroups most supportive of vouchers were conservatives (56-57 percent), persons without a high school degree (65 percent), Republicans (59 percent), and persons from households with children (56 percent). Opposition came from those with a postgraduate education (54.8 percent opposed), liberals (54.7 percent), and Democrats (52.8 percent). Several subgroups of the general population were essentially evenly divided in their views on vouchers.

Among Hispanics, as with blacks and non-Hispanic whites, younger respondents were more supportive of vouchers. Seniors and those with a postgraduate education were the only Hispanic subgroups with majority opposition to vouchers. The strongest Hispanic supporters were conservatives (67.9 percent), Republicans (69.7 percent), and those from households with children (66.8 percent).

SUPPLEMENTING VOUCHERS (Table 6)

School voucher supporters were asked whether, if vouchers were available, they would consider sending their children to non-public schools. Exactly three-in-four voucher supporters in all three samples responded that they would do so.

Those who responded affirmatively were then asked, if they received a voucher, and it was insufficient to send their child to the school of their choice, how much they would be willing to spend to supplement the voucher received. Almost half (46.2) of African Americans responded "don't know," as did 37.8 percent of non-Hispanic whites, and 37.1 percent of Hispanics. A negligible number of blacks (1.1 percent) and non-Hispanic whites (4.3 percent), and slightly more Hispanics (6.6 percent) said they would be willing to spend $5,000 or more; 17.9 percent of blacks, 19.8 percent of whites, and 14.1 percent of Hispanics said they would be willing to spend only $1,000 or less. The modal response for blacks was between $1,000 and $2,000; for Hispanics and non-Hispanic whites it was between $2,000 and $5,000. Among respondents with children in their households, the modal response for blacks was between $1,000 and 2,000; for whites less than $1,000; and for Hispanics between $2,000 and $5,000.

SCHOOL VIOLENCE AND SAME-SEX EDUCATION *(No Table)*

When respondents were asked whether they were aware of any incidents of school violence near where they lived, the responses from the three population groups were roughly similar. Among blacks, 32.9 percent said there had been such school violence in their residential areas and 60.1 percent said there were no such incidents. Among Hispanics, 33.8 percent reported school violence and 61.8 percent indicated none. Among non-Hispanic whites, 25.2 percent reported school violence and 66.4 percent reported none. There was no change in the black and non-Hispanic white responses to this question from the last time it was asked in a Joint Center National Opinion Poll, which was 1999.

African Americans, Hispanics, and non-Hispanic whites also responded somewhat similarly to a question about whether there should be more all-boys and all-girls schools. More same-sex education was endorsed by 26.4 percent of blacks, 21 percent of non-Hispanic whites, and 28.7 percent of

Hispanics. The only subgroup in any of the populations that endorsed same-sex education was Hispanic seniors, among whom half endorsed the idea.

Notes

1. See The Joint Center's *1996 National Opinion Poll: Social Policy*; *1997 National Opinion Poll: Children's Issues*; *1998 National Opinion Poll: Education*; and *1999 National Opinion Poll: Education*.

2. The Joint Center's 1997 National Opinion Poll included an oversample of Hispanics, reported on in the publication *1997 Joint Center National Opinion Poll: Children's Issues*.

3. For example, the Joint Center's 1999 National Opinion Poll was fielded shortly after the killings at Columbine High School in Littleton, Colorado. The images of deaths and violence in a well-to-do suburban high school that were featured so prominently in the news caused many Americans to think that schools were unsafe places. In reality, deaths and violence in schools had been declining over the time period (1996-1999); in other words, schools were safer.

4. Respondents were also asked about the average parochial school tuition, and the responses were somewhat similar, but with many fewer responses in the $10,000 category (in all three samples), and with much higher levels of "don't know" responses (at least 50% higher).

5. A random sample is a random subset of a population. One makes observations on suitable units of a random sample in order to make statements about the population and to estimate the error associated with such statements. A common misconception regarding surveys and associated statistical theory, is that 'population' (or population size) is a factor in margin of error. This is not true. Population does not appear in the statistical formulation for margin of error.

Appendix: Methodology

The survey was designed and the questionnaire developed at the Joint Center for Political and Economic Studies. The overall study design consisted of three groups: a national general population sample of 850, a national sample of 850 African Americans, and a national sample of 850 Hispanics. There are 53 African American and 34 Hispanic respondents in the general population sample who are also part of the national samples of African Americans and Hispanics. Thus, in total, there are 2,463 adults, 18 years of age or older, who are included in this study.

The survey results are based upon (random digit dialing) telephone interviews with 2,463 adults that were conducted between September 17, 2002, and October 21, 2002. The field work was done by Research America of Philadelphia, PA. Randomized procedures were used to select respondents within each household reached by telephone, and after the initial call, there were at least eight "call-backs" if no interview was completed.

The results of this survey for the three populations should be interpreted with a statistical margin of error of ±3.5 percentage points. That is, one can say with 95 percent confidence that the statements made based upon the procedures employed have a random error (sampling error, random measurement error, etc.) component of ±3.5 percentage points. Actually, this *survey*, like all surveys, does not have a margin of error. The individual items in the survey have margins of error; the margin of error for a question is based upon its sample variance, the level of confidence desired (e.g., 95 percent), and upon sample size.[5] The ±3.5 percentage points is a conservative estimate of margin of error; i.e., many items — especially those where large majorities of each sample hold similar positions — have a margin of error much smaller than ±3.5 percentage points.

In addition to the random error component in surveys, there are potentially non-random errors that may be present. While this survey is based upon random digit dialing techniques that effectively deal with potential problems in telephone surveys such as unlisted numbers, new numbers, etc., non-response in telephone surveys produces a variety of known (and probably some unknown) biases. Further, a telephone survey by definition defines its population as those individuals with some reasonable expectation of being reached by telephone. Such a definition, of course, eliminates certain populations; for example, most homeless people, and others living in poverty, who are unreachable by phone are not part of the sample population. Thus, the statements made based upon this survey are most likely not generalizable to homeless people, black or white.

During the field work phase of the survey, an effort was made to maximize the use of same-race interviewers, and a majority of the interviews were conducted with same-race interviewers (i.e., black interviewers for black respondents and white interviewers for white respondents). The Hispanic interviews were conducted by bilingual interviewers.

The sample data from the overall survey are weighted in the analyses to population parameters for a variety of demographic factors. The parameters used in this weighting are from the U.S. Bureau of the Census, the 2000 Census, and prior Joint Center surveys.

Tables

TABLE 1.

"How would you rate your local public schools—would you say they are excellent, good, only fair, or poor?"

	Black Population				General Population				Hispanic Population			
	Excellent/ Good	Fair/ Poor	DK		Excellent/ Good	Fair/ Poor	DK		Excellent/ Good	Fair/ Poor	DK	
	%	%	%	(N)	%	%	%	(N)	%	%	%	(N)
Total	35.2	62.7	2.1	850	53.7	41.6	4.7	850	42.9	54.9	2.1	850
White (Not Hispanic)	-	-	-	-	54.9	40.1	5.0	714	-	-	-	-
Men	33.2	64.6	2.1	373	51.7	42.5	5.8	408	47.3	50.2	2.6	389
Women	36.7	61.2	2.1	477	55.6	40.7	3.8	442	39.3	59.0	1.7	461
Ages 18-25	37.1	63.0	0.0	116	57.7	39.4	2.8	73	39.2	60.9	-	235
26-35	37.9	62.1	0.0	169	50.9	41.5	7.6	116	43.2	54.6	2.2	185
36-50	32.6	64.0	3.4	233	50.8	46.5	2.8	234	48.3	50.8	0.9	234
51-64	37.0	62.3	0.6	154	56.4	40.3	3.3	214	41.9	54.5	3.6	110
65+	35.0	60.9	4.1	123	58.0	35.6	6.4	175	38.3	48.3	13.3	60
Less than HS	43.4	54.0	2.6	76	51.2	44.7	4.2	63	48.6	50.0	1.4	144
HS graduate	35.5	63.2	1.2	245	52.5	41.1	6.3	218	41.8	56.4	1.7	287
Some college/tech	34.2	63.9	1.9	269	57.5	39.9	2.7	244	42.3	55.4	2.3	222
BA/BS degree	32.8	65.4	1.9	162	52.8	42.9	4.3	217	43.5	55.8	0.8	131
Postgrad	36.9	60.0	3.1	65	50.4	42.7	6.9	102	39.1	48.8	12.2	41
Liberal	34.4	64.0	1.6	316	49.2	45.1	5.7	246	48.9	52.1	1.0	292
Moderate	30.7	66.8	2.5	238	52.3	41.9	5.8	219	40.5	58.0	1.4	217
Secular conservative	32.2	67.7	0.0	62	45.9	48.1	6.0	99	42.5	53.5	4.0	299*
Christian conservative	44.1	53.3	2.6	195	63.8	34.6	1.5	234				
Democrat	32.4	65.5	2.0	539	53.7	41.9	4.3	278	45.1	53.9	1.0	397
Independent	40.2	58.4	1.5	204	48.1	46.5	5.5	264	38.5	59.1	2.4	247
Republican	40.7	55.6	3.7	81	58.7	36.8	4.5	265	42.5	52.7	4.8	165
Have children	38.0	61.9	0.0	315	53.5	45.8	0.7	281	46.2	53.3	0.5	437
Have no Children	33.1	63.6	3.2	495	53.9	39.4	6.6	559	39.5	56.4	4.1	387

* For Hispanic respondents, the secular and Christian conservative categories are combined.

TABLE 2.

"Over the past five years, do you think that the schools in your community have gotten better, stayed about the same, or gotten worse?"

	Black Population					General Population					Hispanic Population				
	Better %	Same %	Worse %	DK %	(N)	Better %	Same %	Worse %	DK %	(N)	Better %	Same %	Worse %	DK %	(N)
Total	31.6	30.7	31.9	5.8	850	31.1	34.9	26.9	7.1	850	36.5	35.6	22.0	5.9	850
White (Not Hispanic)	-	-		-	-	29.5	36.1	26.5	7.9	714	-	-		-	-
Men	32.7	27.6	35.4	4.3	373	31.5	35.3	26.3	6.6	408	42.2	35.2	18.8	3.9	389
Women	30.8	33.1	29.1	6.9	477	30.8	34.3	27.4	7.5	442	31.7	36.0	24.7	7.6	461
Ages 18-25	43.1	30.2	25.0	1.7	116	41.5	27.8	25.8	4.8	73	46.4	33.2	18.3	2.1	235
26-35	26.0	34.3	32.5	7.1	169	26.8	28.9	31.9	12.4	116	35.7	38.9	17.8	7.6	185
36-50	27.0	26.6	39.5	6.9	233	24.1	41.3	29.9	4.8	234	35.9	38.0	23.1	3.0	234
51-64	35.7	36.4	25.3	2.6	154	31.9	34.5	25.1	8.5	214	32.7	35.5	24.5	7.3	110
65+	39.8	23.6	30.1	6.5	123	37.1	38.4	19.6	4.9	175	20.0	18.3	38.3	23.3	60
Less than HS	38.2	27.6	30.3	3.9	76	30.0	32.9	32.4	4.7	63	39.6	35.4	18.7	6.3	144
HS graduate	34.3	29.0	30.6	6.1	245	31.7	33.5	27.3	7.5	218	35.2	38.7	20.9	5.2	287
Some college/tech	30.1	33.1	33.1	3.7	269	31.1	37.0	27.6	4.3	244	36.5	34.7	23.4	5.4	222
BA/BS degree	29.0	29.6	34.0	7.4	162	30.2	38.2	24.3	7.3	217	37.4	29.8	27.5	5.3	131
Postgrad	30.8	32.3	27.7	9.2	65	30.8	28.6	27.1	13.5	102	36.6	29.3	22.0	12.2	41
Liberal	31.3	29.1	31.3	8.2	316	29.1	29.1	33.8	8.0	246	38.0	34.6	23.3	4.1	292
Moderate	36.1	27.7	31.1	5.0	238	27.8	36.5	28.9	6.8	219	38.7	33.2	22.1	6.0	217
Secular conservative	9.7	46.8	37.1	6.5	62	33.5	37.7	21.7	7.1	99	34.4	37.5	20.4	7.7	299*
Christian conservative	34.9	33.8	29.6	1.5	195	35.9	37.9	20.2	6.0	234					
Democrat	33.2	31.0	30.1	5.8	539	32.4	33.1	29.4	5.1	278	35.5	37.5	20.7	6.3	397
Independent	31.4	32.4	33.8	2.5	204	29.5	30.7	31.7	8.3	264	38.5	32.0	23.1	5.5	247
Republican	24.7	30.9	32.1	12.3	81	30.1	41.2	20.4	8.1	265	35.8	32.1	26.7	6.5	165
Have children	33.7	32.1	31.1	3.2	315	30.5	32.3	33.1	4.1	281	41.6	36.8	18.1	3.4	437
Have no Children	32.7	29.3	32.7	5.3	495	31.5	36.4	23.8	8.2	559	31.3	33.3	26.9	8.5	387

* For Hispanic respondents, the secular and Christian conservative categories are combined.

TABLE 3.

"Do you think that the government is spending too much, too little, or just the right amount of money on education?"

	Black Population					General Population					Hispanic Population				
	Too Much %	Too Little %	Just Right %	DK %	(N)	Too Much %	Too Little %	Just Right %	DK %	(N)	Too Much %	Too Little %	Just Right %	DK %	(N)
Total	6.6	80.9	10.1	2.4	850	10.2	64.4	19.2	6.2	850	3.1	78.5	15.1	3.4	850
White (Not Hispanic)	-	-		-	-	10.9	62.0	20.6	9.8	714	-	-	-	-	-
Men	6.4	82.0	9.9	1.6	373	13.0	59.5	23.1	4.3	408	2.1	79.9	17.0	1.0	389
Women	6.7	80.1	10.3	2.9	477	7.5	68.8	15.7	7.9	442	3.9	77.2	13.4	5.4	461
Ages 18-25	1.7	84.5	12.1	1.7	116	1.2	86.3	11.3	1.2	73	0.4	77.9	20.0	1.7	235
26-35	9.5	79.3	7.7	3.6	169	6.1	79.5	11.4	3.1	116	3.2	85.4	8.6	2.7	185
36-50	8.6	83.7	6.9	0.9	233	8.3	64.5	20.5	6.8	234	3.8	76.5	16.2	3.4	234
51-64	4.5	83.1	9.7	2.6	154	10.7	64.3	20.6	4.4	214	7.3	79.1	10.0	3.6	110
65+	4.9	72.4	21.1	1.6	123	20.1	44.3	24.3	11.2	175	3.3	61.7	21.7	13.3	60
Less than HS	7.9	80.3	10.5	1.3	76	15.0	55.0	22.5	7.5	63	2.1	75.0	18.1	4.9	144
HS Graduate	6.1	78.8	12.2	2.9	245	8.3	67.1	17.4	7.2	218	1.7	78.4	16.7	3.1	287
Some College/Tech	6.3	82.9	8.2	2.6	269	11.0	66.1	16.4	6.5	244	3.6	82.0	11.7	2.7	222
BA/BS	6.8	80.2	11.7	1.2	162	12.3	59.7	23.2	4.6	217	4.6	79.4	13.7	2.3	131
Postgrad	6.2	86.2	6.2	1.5	65	5.2	68.9	19.6	6.3	102	9.8	73.2	12.2	4.9	41
Liberal	9.2	81.6	6.3	2.8	316	5.6	78.3	11.8	4.3	246	2.1	82.5	17.4	1.0	292
Moderate	2.9	87.4	7.1	2.5	238	4.9	74.6	13.8	6.7	219	1.8	81.1	14.3	2.8	217
Secular conservative	8.1	77.4	11.3	3.2	62	17.2	44.5	37.4	0.9	99	5.4	75.3	17.4	2.0	299*
Christian conservative	6.7	71.8	20.5	1.0	195	14.8	50.7	26.7	7.9	234					
Democrat	4.8	86.3	6.7	2.2	539	6.0	76.2	12.2	5.5	278	2.3	83.4	11.8	2.5	397
Independent	10.3	72.5	14.7	2.5	204	11.9	68.8	13.7	5.7	264	1.6	76.9	18.6	1.2	247
Republican	9.9	64.2	22.2	3.7	81	12.9	48.3	32.1	6.7	265	6.7	72.1	20.0	2.8	165
Have children	4.1	84.8	8.9	2.2	315	6.2	67.5	22.1	4.3	281	2.7	79.6	15.8	1.8	437
Have no Children	6.3	80.2	11.1	2.4	495	12.4	62.3	18.0	7.3	559	3.6	76.2	14.7	5.4	387

* For Hispanic respondents, the secular and Christian conservative categories are combined.

TABLE 4.

"How much do you think the average private school charges for tuition?"

	Black Population						General Population						Hispanic Population					
(X $1000)	2.5	2.5	5	10+	DK		2.5	2.5	5	10+	DK		2.5	2.5	5	10+	DK	
	%	%	%	%	%	(N)	%	%	%	%	%	(N)	%	%	%	%	%	(N)
Total	16.8	22.8	20.8	21.3	18.2	850	11.4	18.9	29.8	20.2	19.7	850	16.1	20.9	25.9	15.2	21.9	850
White (Not Hispanic)	-	-	-	-	-	-	9.6	19.1	31.1	20.8	19.4	714	-	-			-	-
Men	17.2	21.4	23.1	22.3	16.1	373	12.4	14.2	32.1	20.8	20.5	408	17.5	20.3	26.0	17.2	19.0	389
Women	16.6	23.9	19.1	20.5	19.9	477	10.5	23.2	27.8	19.6	18.8	442	15.0	21.5	25.8	13.4	24.3	461
Ages 18-25	19.8	20.7	23.3	22.4	13.8	116	21.0	18.9	35.9	17.3	6.9	73	19.6	21.7	26.0	16.6	16.2	235
26-35	13.0	39.1	17.2	20.7	10.1	169	18.2	20.5	31.4	20.2	9.6	116	16.2	22.2	29.7	10.8	21.1	185
36-50	15.9	19.7	29.2	22.3	12.9	233	6.9	17.7	35.8	23.5	16.2	234	17.9	16.7	23.1	17.5	24.8	234
51-64	20.8	18.8	16.2	18.8	25.3	154	8.9	20.0	34.6	18.4	18.0	214	9.1	21.8	26.4	16.4	26.4	110
65+	13.0	16.3	13.8	24.4	32.5	123	10.1	17.3	15.1	20.3	37.2	175	13.3	28.3	16.7	10.0	31.7	60
Less than HS	22.4	17.1	11.8	28.9	19.7	76	15.0	15.4	21.6	14.1	33.8	63	16.7	21.5	21.5	11.1	29.2	144
HS graduate	16.3	22.9	22.4	19.2	19.2	245	15.6	18.4	23.5	16.7	25.8	218	17.8	19.5	24.4	14.6	23.7	287
Some college/tech	13.4	21.6	24.2	19.7	21.2	269	11.0	19.4	33.5	19.3	16.9	244	14.9	21.2	29.7	18.9	15.3	222
BA/BS degree	16.7	27.2	19.8	24.1	12.3	162	6.8	19.8	31.3	26.3	15.9	217	15.3	21.4	28.2	17.6	17.6	131
Postgrad	20.0	29.2	20.0	21.5	9.2	65	9.5	19.0	37.5	22.2	11.8	102	17.1	17.1	26.8	9.8	29.3	41
Liberal	15.5	28.2	24.1	17.7	14.6	316	10.4	23.0	32.2	18.8	15.6	246	15.8	19.2	27.7	17.5	19.9	292
Moderate	12.2	23.1	22.3	21.4	21.0	238	10.4	19.1	29.8	22.2	18.5	219	16.6	21.7	26.3	15.2	20.3	217
Secular conservative	3.2	14.5	33.9	33.9	14.5	62	13.7	19.0	31.4	21.4	14.6	99	18.4	24.4	24.1	14.7	18.4	299*
Christian conservative	28.2	19.0	11.8	26.2	14.9	195	13.3	16.8	27.1	18.4	24.5	234						
Democrat	16.0	23.2	21.2	19.5	20.2	539	12.8	17.5	30.5	21.9	17.3	278	14.9	19.9	26.4	15.4	23.4	397
Independent	15.7	26.0	19.1	25.0	14.2	204	9.5	20.4	28.3	20.9	20.9	264	15.4	24.3	25.9	17.0	17.4	247
Republican	27.2	18.5	21.0	22.2	11.1	81	12.1	20.7	29.7	18.4	19.2	265	21.2	20.0	24.8	14.5	19.4	165
Have children	14.9	23.8	28.3	21.9	11.1	315	11.3	18.7	32.1	23.8	14.1	281	18.1	20.4	23.6	16.0	22.0	437
Have no children	17.2	21.0	17.4	22.0	22.4	495	11.3	19.1	28.8	18.2	22.4	559	14.2	22.0	27.6	14.2	22.0	387

* For Hispanic respondents, the secular and Christian conservative categories are combined.

TABLE 5.

"Would you support a voucher system where parents would get money from the government to send their children to the public, private, or parochial school of their choice?"

	Black Population			General Population			Hispanic Population		
	Yes %	No %	(N)	Yes %	No %	(N)	Yes %	No %	(N)
Total	57.4	42.6	850	51.7	48.3	850	60.8	39.2	850
White (Not Hispanic)	-	-	-	51.4	48.6	714	-	-	-
Men	57.4	42.6	373	52.3	47.7	408	60.2	39.8	389
Women	57.4	42.6	477	51.2	48.8	442	61.4	38.6	461
Ages 18-25	66.4	33.6	116	60.5	39.5	73	67.2	32.8	235
26-35	70.4	29.6	169	62.5	37.5	116	57.8	42.2	185
36-50	58.8	41.2	233	51.9	48.1	234	60.7	39.3	234
51-64	43.5	56.5	154	48.5	51.5	214	58.2	41.8	110
65+	47.2	52.8	123	45.5	54.5	175	48.3	51.7	60
Less than HS	57.9	42.1	76	64.8	35.2	63	63.2	36.8	144
HS graduate	58.0	42.0	245	49.9	50.1	218	62.7	37.3	287
Some college/tech	58.0	42.0	269	53.9	46.1	244	59.9	40.1	222
BA/BS degree	54.9	45.1	162	50.1	49.9	217	59.5	40.5	131
Postgrad	53.8	46.2	65	45.2	54.8	102	48.8	51.2	41
Liberal	55.7	44.3	316	45.3	54.7	246	57.9	42.1	292
Moderate	56.3	43.7	238	51.2	48.8	219	57.1	42.9	217
Secular conservative	56.5	43.5	62	57.3	42.7	99	67.9	32.1	299*
Christian conservative	62.6	37.4	195	55.7	44.3	234			
Democrat	56.2	43.8	539	47.2	52.8	278	57.4	42.6	397
Independent	63.2	36.8	204	49.3	50.7	264	60.7	39.3	247
Republican	56.8	43.2	81	58.9	41.1	265	69.7	30.3	165
Have children	67.0	33.0	315	56.3	43.7	281	66.8	33.2	437
Have no Children	52.1	47.9	495	49.4	50.6	559	53.7	46.3	387

* For Hispanic respondents, the secular and Christian conservative categories are combined.

TABLE 6.

"If you received a school voucher for your child, and it was not enough to send your child to the school you wanted, how much money would you be willing to spend in order to send your child to a school of your choice?" [Asked of respondents who would consider private or parochial school with voucher]

	Black Population						General Population						Hispanic Population					
(X $1000)	<1	1-2	2-5	5+	DK		<1	1-2	2-5	5+	DK		<1	1-2	2-5	5+	DK	
	%	%	%	%	%	(N)	%	%	%	%	%	(N)	%	%	%	%	%	(N)
Total	17.9	18.1	16.7	1.1	46.2	364	18.5	17.2	19.5	4.5	40.4	330	14.1	16.1	26.1	6.6	37.1	391
White (Not Hispanic)	-	-	-	-	-	-	19.8	16.8	21.2	4.3	37.9	284	-	-	-	-	-	-
Men	17.5	20.0	19.4	1.9	41.2	160	20.0	14.8	20.0	5.9	39.3	159	13.0	18.2	27.9	7.4	33.5	176
Women	18.1	16.7	14.7	0.5	50.0	204	16.9	19.5	19.0	3.1	41.5	171	14.9	14.4	24.7	6.0	40.0	215
Ages 18-25	21.7	17.4	19.6	0.0	41.3	46	11.8	12.8	11.8	11.0	52.7	32	7.4	11.1	27.8	3.7	50.0	108
26-35	19.5	23.9	17.4	2.2	37.0	92	26.9	22.1	20.8	1.4	28.7	62	21.3	22.3	27.7	5.3	23.4	94
36-50	21.3	15.7	17.6	0.9	44.4	108	20.4	20.1	22.6	5.3	31.6	95	7.9	16.7	25.5	10.8	39.2	102
51-64	17.0	17.0	19.1	0.0	46.8	47	15.4	18.6	24.6	5.7	35.9	73	27.8	13.0	18.5	9.3	31.5	54
65+	10.2	10.2	14.3	0.0	65.3	49	17.4	11.7	11.1	2.1	57.7	56	14.4	14.3	33.4	0.0	38.1	21
Less than HS	27.8	25.0	13.9	2.8	30.6	36	8.5	10.4	15.2	7.6	58.4	31	18.3	18.3	21.2	6.6	36.6	71
HS graduate	14.9	14.9	15.8	0.9	53.3	107	30.7	10.0	16.1	2.5	40.7	82	15.7	14.2	28.3	5.6	35.8	134
Some college/tech	20.0	20.0	15.7	0.9	43.5	115	13.1	27.3	22.4	2.6	34.6	101	10.4	16.9	27.3	6.0	37.7	106
BA/BS degree	17.2	18.8	21.9	1.6	40.6	64	16.0	17.2	23.8	7.4	35.6	75	11.4	16.9	30.2	7.5	34.0	53
Postgrad	8.4	18.8	20.8	0.0	54.2	24	20.4	13.3	15.6	5.5	45.3	38	12.6	18.7	6.3	12.5	50.0	16
Liberal	14.8	17.1	16.3	0.8	51.2	129	19.6	15.0	17.8	6.5	41.1	96	12.5	13.3	30.0	6.7	37.5	120
Moderate	16.5	20.6	14.5	1.0	47.4	97	19.8	16.0	17.5	3.7	43.1	80	14.7	23.5	24.5	6.9	30.4	102
Secular conservative	12.5	8.4	45.8	0.0	33.3	24	18.2	29.1	20.5	3.2	29.1	37	15.2	14.9	25.3	7.1	36.4	154*
Christian conservative	27.1	19.8	14.6	2.1	36.5	96	17.6	16.7	22.2	4.6	38.9	97						
Democrat	14.1	14.6	17.2	0.9	53.2	220	23.1	17.1	9.9	1.1	48.7	103	15.7	16.8	24.7	4.2	38.6	166
Independent	21.4	20.4	15.3	1.0	41.8	98	17.9	17.8	22.0	5.5	36.8	100	13.3	15.1	23.8	14.2	33.6	113
Republican	28.2	28.2	15.4	2.6	25.6	39	15.2	17.3	27.0	5.9	34.6	114	12.2	18.9	33.3	3.3	32.2	90
Have children	20.5	21.8	16.7	0.6	40.4	156	26.2	21.8	15.8	3.5	32.7	126	15.3	14.0	30.2	6.8	33.8	222
Have no children	17.0	16.0	18.0	1.5	47.4	194	13.8	14.7	22.2	5.1	44.3	200	12.6	18.2	21.4	6.3	41.5	159

* For Hispanic respondents, the secular and Christian conservative categories are combined.

U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)

NOTICE

Reproduction Basis

X	This document is covered by a signed "Reproduction Release (Blanket)" form (on file within the ERIC system), encompassing all or classes of documents from its source organization and, therefore, does not require a "Specific Document" Release form.
	This document is Federally-funded, or carries its own permission to reproduce, or is otherwise in the public domain and, therefore, may be reproduced by ERIC without a signed Reproduction Release form (either "Specific Document" or "Blanket").